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ABSTRACT

A program adapting precision teaching in an urban elementary school is described. This program, initiated by the Teacher Corps, was used as an inservice project operating in the classroom. Four major procedural steps are described: (1) the teacher must describe an educational objective in exact terms; (2) pupil performance must be recorded daily in terms of rate per minute for tasks; (3) if pupil data indicates the pupil is not learning, some aspect of the teaching process must be changed; and (4) if the teaching change does not improve performance, another change must be made. One aspect of this teaching method is maintaining a performance chart for each pupil that indicates individual growth and allows any needed teaching process changes to be made within a few days. An evaluation of the program is included in this report, as well as a description of the development of the program, the personnel, and budget. (JD)

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Glassboro State College/Camden City 12th Cycle Teacher Corps Program

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Summary

Glassboro State College and the Camden City Public Schools have completed the first year of a two year inservice teacher education program. Under the impetus of Teacher Corps funding, a graduate program was cooperatively developed and implemented that identified the needs of a specific elementary school and then focused college and public school resources on meeting those needs. All first year objectives pertaining to teacher acquisition of new skills and increased pupil learning were met.

The program established a demonstration center in a school that approximates the multi-cultural composition of the contemporary urban city in the Middle Atlantic states. The primary instructional components of the center included the use of a diagnostic-prescriptive teaching and measurement model, the establishment of an interdisciplinary approach to multi-ethnic/multi-cultural education, and the continuing of the college's commitment to field-based inservice education.

Precision Teaching measurement resulted in a two-sided daily formative measurement system. First, pupils could see graphically their progress in learning. Second, teachers could assess the effectiveness of their teaching procedures by looking at the same data. The clarity of response and the immediacy of feedback when employing Precision Teaching contributed to rapid pupil gains in basic computational skills.

Glassboro State College and the Camden City Schools have maintained a most productive relationship for the past decade. This relationship resulted in the writing and funding of a 10th Cycle Teacher Corps program. During the summer of 1975, implementation plans were evolved jointly by Glassboro and Camden personnel that were consistent with the guidelines of the funded proposal.

The collaborative group that met during the summer included representatives of all groups that would be affected by the new program: teachers, parents, community members, college staff, and school system administrators. Of particular importance to the group was the input of the principal and teachers since this program was to be field-based and to be concerned with adapting research to a single urban elementary school.

The program was planned to start in September 1975. It started on time and has since progressed according to plan. It is a complex program that includes the task of developing a "community" school along with the primary responsibility of inservice education that would help meet the needs of the school's students. Generally, the same strategy was used for all program components. They would be implemented as close to the opening of school as possible but in gradual steps. As school and college personnel became experienced and management problems were solved, the program was to slowly expanded until it was fully implemented. Full implementation occurred on schedule in January. Plans for 1976-77 include the expansion of field-tested ideas to areas of the curriculum not included during the first year.

Objective and Goals

The major goal of the program was to adapt educational research to an urban elementary school. The "research" was a measurement system called Precision Teaching and its related literature. Precision Teaching is a term used by Ogden R. Lindsley, professor of education at the University of Kansas, to describe a method he developed that allows classroom teachers to obtain precise daily information about their pupils' performance. Four major procedural steps are involved in Precision Teaching.

1. Pinpoint - the teacher must describe an objective in exact terms.
2. Record - pupil performance must be recorded daily in terms of rate per minute. For example, if a pupil completes 60 digits correct in 2 minutes, the teacher divides 60 by 2 and records 30 per minute for the pupil.
3. Change - if pupil data indicates the pupil is not learning, the teacher must change some aspect of the teaching process: practice time, motivational system, difficulty of work required, etc.
4. Try Again - if the teaching change does not improve performance the teacher must change something again. (A pupil is only allowed to slow down or not learn for a few days before the teacher must act to correct the situation.)

The daily data derived from Precision Teaching is displayed on a "standard" chart (graph). This chart clearly indicates pupil growth and allows any needed teaching process changes to be made within a few days.

The program was designed for immediate classroom application in order to meet the expressed and documented needs of the school. Basic computation skills were the first area of concentration with lesser efforts given to art, science, music, and gym.

The teachers' primary inservice objectives were to:

1. learn the principles of Precision Teaching,
2. apply these principles to all pupils in their classrooms,
3. precisely measure and monitor pupil progress,
4. develop classroom management techniques compatible with Precision Teaching, and
5. to inservice other teachers by using their working classrooms as demonstration sites and by consulting at local elementary schools.

The Glassboro State College/Camden City program also included Multi-Ethnic, Early Childhood, and Community Education components.

The Teacher Corps program is serving as a model for the inservice work in which Glassboro State College is now becoming increasingly involved. Several events have combined to make an inservice thrust a necessity: the New Jersey Public Education Act of 1975, which mandates career development activities for public school teachers, the lack of demand for undergraduate teacher education, and the lack of career development opportunities for teachers in Southern New Jersey.

The Teacher Corps program has resulted in the demonstration of an effective measurement model as well as that of an effective inservice program. Many local school districts have sent representatives to the demonstration school to study the program for possible adaptation. In September (1976), over 40 local school districts and several from other areas sent representatives to a conference that focused on our program.

Personnel Involved

The Teacher Corps program was a collaborative effort between Glassboro State College and the Camden City Public Schools. All personnel were recruited

from within the systems so that the program would have a good chance of being institutionalized after external funding ceased.

Glassboro State College had four full-time and several part-time (in terms of Teacher Corps) instructors involved. Camden City had one city administrator involved as a co-director and the personnel of an entire elementary school.

Demonstration School

1. Regular Staff
Administrative:
- Principal
- Assistant Principal

Teachers:
- Twenty-four Classroom Teachers
  - Two classroom teachers - Team Leaders for differentiated staff
- Six special area teachers
  - Two full-time
  - Four part-time

Supportive Personnel (traditional):
- Differentiated Staffing - Grades 1 & 2
- Practicum Students - Grades K-5
- Student Teachers - Grade K-5
- One full-time nurse
- One part-time psychologist
- One part-time learning disabilities specialist
- One part-time speech therapist

2. Staff added by program
- Four interns
- Four instructional assistants
- Seven parent volunteers
- One community coordinator
- Team Leader

Budget

Funding for our program was granted by Teacher Corps. The total funds for the first segment (15 months) approximated $350,000. There was only a small local fund requirement of about $4,000. Of the total funds, 20% were estimated to have been used in the primary instructional program. Other funds were used in development, research, and community components.

We feel that the program can continue in the future in the demonstration school for $.01 per pupil per day.

Contribution to the Improvement of Teacher Education

The Teacher Corps program met and exceeded its objectives for 1975-76. For the first time, many teachers in the demonstration school reported that they liked teaching math. Corresponding to the teachers' enthusiasm that of the pupils, parents, college personnel, and school administration.

Morale and cooperation were high throughout the program, but they were strengthened by the exciting and direct evidence that pupils were indeed learning. In addition, teachers were aware of the program's potential for export to other schools and to other curriculum areas.

Both the college and the school district learned that collaborative education could work. When the focus was clearly on improving pupil learning, everyone was willing to work and contribute. Traditional roles of student (experienced teachers) and teacher (college staff) were blurred in a cooperative effort where most contributed and all learned. We all agreed that the child was "right" and carefully and continuously responded to child feedback to correct or teaching procedures.

Evaluation Methods & Results

The Camden-Glassboro program had three general types of evaluations. First, the acquisition of new theories by the experienced teachers was tested by periodic oral assessments and then by a written final. All teachers in the program passed the assessments and final. Several teachers, however, had to repeat some of the assessments and continue studying beyond the semester termination date. Second, at least weekly, implementation of new ideas in the classroom was carefully supervised. Weekly general meetings also were used to clarify theoretical points and to exchange implementation ideas. Third, teacher and pupil behavior was measured daily through a unique measurement system, Precision Teaching. The use of this system, enabled the

teachers, pupils, and supervisors to check constantly the effectiveness of the teaching process and to change immediately (within a few days) when data indicated that this was necessary.

The program expected the newly acquired teacher skills to affect pupil learning. For this reason, we focused on criterion-referenced and standardized pupil measures to evaluate program effectiveness. Table 1 indicates that the program had success.

Glassboro State College - Camden City Public Schools
Tenth Cycle Teacher Corps Project

Average Grade Gain in Math
1975 - 1976

Grade	Test	Expr. or Control	N	* Average Gain
1	STAN	E	27	1.7
1	STAN	E	31	1.7
1	STAN	E	28	2.1
2	CAT	E	30	1.5
2	CAT	E	31	1.0
2	CAT	C	30	1.0
3	CTBS(Q1)	E	20	1.4
3	CTBS(Q1)	E	17	1.5
3	CTBS(Q1)	E	22	1.6
3	CTBS(Q1)	C	23	1.2
4	CTBS(Q1)	E	22	0.9
4	CTBS( )	E	22	1.0
4	CTBS(Q1)	E	26	1.0
4	CTBS(Q1)	C	27	0.9
5	CTBS(Q1)	E	25	0.9
5	CTBS(Q1)	E	27	1.2
5	CTBS(Q1)	E	23	1.7
5	CTBS(Q1)	C	26	1.1
Totals and Averages Grades 1 - 5			457	* 1.30
	Experimental		351	1.37
	Control		106	1.05

* Each gain score is significant at the .05 level.

Table 1